

1-1-2008

Factors Affecting Resident Assistant Burnout At Eastern Illinois University

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Eastern Illinois University

This research is a product of the graduate program in [Counseling and Student Development](#) at Eastern Illinois University. [Find out more](#) about the program.

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FACTORS AFFECTING RESIDENT ASSISTANT BURNOUT
AT EASTERN ILLINOIS UNIVERSITY

GUSTIN

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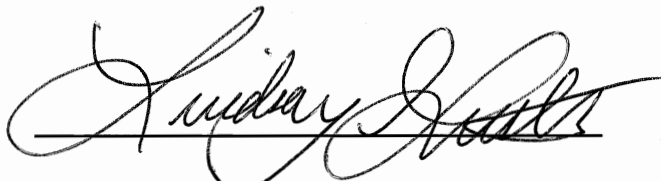
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Factors Affecting Resident Assistant Burnout at Eastern Illinois University

BY

Lindsay A. Gustin

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2008

Year

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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ABSTRACT

The purpose of the study was to identify factors that contribute to Resident Assistant burnout. Burnout is defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" (Hardy & Dodd, 1998). Definitions for burnout including emotional exhaustion, depersonalization, and personal accomplishment are located in the definitions section of chapter one.

The study was conducted on the campus of Eastern Illinois University. The sample population was Resident Assistants currently under contract with the department of University Housing and Dining Services. The level of burnout was measured using the Maslach Burnout General Inventory (1986).

Results from the study indicate that there is a relationship between burnout and the factors studied. Two conclusions were drawn from this study; males experience higher levels of depersonalization than females. Resident Assistants who work in a suite style residence hall are less likely to experience burnout than those Resident Assistants that work in a traditional style residence hall.

ACKNOWLEDGEMENTS

I would like to take a moment to thank all those that made completing this project an actuality. Without the following people the completion of this study would not have been possible, I will never be able to thank them enough for their assistance.

Dr. James Wallace, my thesis advisor and professor, you helped me to complete this study even in times when we thought it would never happen. Your assistance, humor, APA knowledge, and support were a great help during this process.

President Emeritus Louis V. Hencken, committee member, your excitement for the project was an inspiration to me. Your comments and grammatical corrections throughout the process were very valuable to the completion of this study. Thank you.

Mr. Jody Stone, committee member, I appreciated that you never doubted my ability to finish this project. I thank you for your constant support and encouragement. Your willingness to join my committee and help me out is something that I can never thank you enough for.

Dr. Charles Eberly, thank you for your assistance with statistics and APA format. Your assistance and willingness to help was truly a big help to the completion of this study.

I wish to thank the members of the College Student Affairs 2008 cohort. We have laughed together, cried together, worked together, and succeeded together. I thank you all for your support, assistance, and encouragement throughout this process.

My colleagues at Eastern Illinois University in the Housing and Dining Department, thank you for your encouragement, support, and times that you checked in

on me. Also your assistance in working with your great Resident Assistants to retrieve the data needed for the study was outstanding and very much appreciated.

I also want to thank my family and friends back home for their support and encouragement throughout my entire graduate school experience. The Merrill girls thank you so much for reminding me how to have fun every time I came home and for being there for me through the last two year. Mom Carrie, thank you so much for your support and your kind words. You always believed that I would get it all done; I can't tell you how much that meant to me in times when I felt as if there was no end in sight. Mum thank you for all the emails of support, late night phone calls, and constant encouragement. Although you did not always understand what I was doing you never hesitated to listen and try to understand. Aunt Susan, thank you for always believing that I would succeed in life and encouraging me to do so. I could not ask for a more supportive aunt.

Most of all I'd like to thank my father who never gave me failure as an option. Your ability to push me so that I would not fail has carried me to where I am today. I dedicate this thesis to you in appreciation for you encouragement for me to receive an education and use my talents. I can never thank you enough for that.

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CHAPTER I

INTRODUCTION

A Resident Assistant is the frontline worker in university housing programs (Paladino, Murray, Newgent, & Gohn, 2005). They are responsible for many diverse people related jobs that can lead them to experience the burnout syndrome. Resident Assistants are forced to live where they work; simply due to the nature of the job. Resident Assistants are under constant observation by their residents, peers, and supervisors. Because they live and work in the same environment, Resident Assistants often have trouble distinguishing work time from social time and educational time. Even when they have time for social or educational activities there is always a chance these may be interrupted by a resident in need or a fellow Resident Assistant looking for support. While Resident Assistants juggle their many obligations and job responsibilities, they are highly susceptible to experiencing the burnout syndrome. Given this unique position, how much is too much for our student Resident Assistants? Where is the line drawn as to how much they can handle? What can Student Affairs professionals do to help Resident Assistants? In the present study, the researcher examined the factors that may influence burnout in Resident Assistants at Eastern Illinois University, a midsize public university located in Charleston, IL. The factors that were focused on in the present study are gender, race, year in university, semesters of experience, hall configuration, and management style of the Resident Director.

Purpose of the Study

The purpose of the present study was to determine the presence of burnout and how that relates to predisposed factors in Resident Assistants who are currently employed by the Eastern Illinois University Housing and Dining Department.

Research Questions

The following research questions guided the present study.

1. Is there a difference in levels of burnout between males and females as measured by the Maslach Burnout General Inventory?
2. Is there a difference in levels of burnout, as measured by the Maslach Burnout General Inventory three subscales, between Resident Assistants who work in a suite style residence hall to those that work in a traditional style residence hall?
3. Is there a difference in the levels of burnout as measured by the Maslach Burnout General Inventory three subscales, between Caucasian Resident Assistants and Non-Caucasian Resident Assistants?
4. Does the year in university affect the levels of burnout as measured by the Maslach Burnout General Inventory three subscales?
5. Is there a difference in the levels of burnout as measured by the Maslach Burnout General Inventory three subscales between Resident Assistants who are immediately supervised by a micro-manager and those who are supervised by a macro-manager?
6. Does the number of semesters completed as a Resident Assistant affect the levels of burnout as measured by the Maslach Burnout General Inventory three subscales?

Significance of the Study

The subject of burnout was chosen because burnout is characterized by exhaustion, cynicism, negativity, low commitment, and feelings of lack of personal accomplishment, fatigue, and low productivity (Nowack & Hanson, 1983). When this phenomenon occurs, the Resident Assistant is no longer able to give the support and guidance needed to their residents. In an age where mental health risks are on the rise, it is considered necessary that Resident Assistants do not reach heightened levels of burnout.

Limitations of the Study

There are three limitations to the present study. First, the survey instrument used for the present study was the Maslach Burnout General Inventory, a sixteen item instrument. Although the Maslach Burnout General Inventory measures burnout, is not as extensive as the twenty-two item Maslach Burnout Human Services Inventory. The second limitation is the diversity of the population studied, in terms of year in university, residence hall style, and race. Of the 78 participants, 11 indicated being Non-Caucasian, only eight resided in a suite style residence hall and just two were classified as freshman. The final limitation was the time in which the survey was administered. Survey packets were distributed to participants during the second week of April to be completed by the third week. This date was two weeks from the end of the academic semester which closed in the first week of May, 2008.

Definition of Terms

Burnout: Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" (Hardy & Dodd, 1998).

Emotional Exhaustion: Emotional exhaustion occurs when emotional resources (e.g., friends, family, colleagues, and self) are expended and individuals believe they can no longer give more of themselves at a psychological level. Emotional exhaustion can also include decreased levels of emotional resources as well as feeling fatigue and having less energy (Paladino, Murray, Newgent, & Gohn, 2005). Page?

Depersonalization: Depersonalization is defined as “negative cynical attitudes and feelings about one’s clients” (Paladino, Murray, Newgent, & Gohn, 2005). Page?

Personal Accomplishment: Personal accomplishment when reduced is the tendency to evaluate oneself negatively, particularly with regard to one’s work with clients (Paladino, Murray, Newgent, & Gohn, 2005). Page (this defin is problematic)

Resident Assistant: A Resident Assistant is an undergraduate student development specialist whose job it is to know and understand human development processes and the significant factors involved (Riker, 1980). Resident Assistants are live-in employees whose work responsibilities include, but are not limited to, programming, community development, advising, counseling, enforcement of policies, and administrative emergencies (Nowak, Gibbons & Hanson, 1985).

Traditional Style Residence Hall: On the campus of EIU, a traditional style residence hall is classified as an on-campus unit in which student occupants are required to use a communal bathroom.

Suite Style Residence Hall: On the campus of EIU, a suite style residence hall is a classified as a residential unit in which students have private or semi-private bathrooms.

Macro Manager: Champman, Nettlebeck, Welsh, and Mills (2006) stated that macro managers do not direct orders but rather, generate; an intent statement that is passed down to subordinates thus, responsibility for decision making rests with them.

Micro Manager: A micro manager is one that uses a tightly structured leadership style (Paladino, Murray, Newgent, & Gohn, 2005). They exercise raw power, control time and how work is being done; do not allow others to move on without their approval and tend to overly monitor (Chambers, 2004) .

Content Summary

Contained within chapter one is comprised of an introduction, the statement of purpose, research questions, the significance of the study, and limitations of the study. Also included in chapter one are the definitions of burnout and Resident Assistant, terms used throughout the study. .

CHAPTER II

REVIEW OF LITERATURE

The first section of this review of literature covers the diverse roles that students who take on Resident Assistant positions are required to fulfill. This provides the needed background information as to why the phenomenon of burnout may affect Resident Assistants. The second section covers the factors that may aid to the transpiring of this phenomenon. The factors that are the focus of the present study are gender, race, year in university, semesters of experience, hall configuration, and management style of the immediate supervisor. The final section covers the specifics of the Resident Assistant position at Eastern Illinois University. This provides the background information on how the experience at Eastern Illinois University is similar and different from the experience at other universities.

Diverse Roles

Paladino, Murray, Newgent, and Gohn (2005) stated that Resident Assistants have five main roles. These five roles are: student, administrator, role model, teacher, and counselor.

Resident Assistants, above all else, are students, that experience the same stressors and problems that are typical of other college students (Durden & Neimeyer, 1986). At times, Resident Assistants put their education on the back burner as they tend to prioritize their daily Resident Assistant activities higher than their studies. This can be stressful for Resident Assistants because most colleges and universities require a minimum grade point average to be a Resident Assistant. Not only is there the stress of maintaining their grade point average, there is also the stress of finding time to do

homework. Resident Assistants may feel pressed for an adequate amount of time to study. If they do find the time, there is always a chance for constant intrusions from residents. As stated in a study titled Construct Systems of Resident Assistants: How They Perceive Their Jobs, Resident Assistants find it difficult to "leave the job at the office" (Neimeyer & Durden, 1986). Resident Assistants find themselves constantly functioning in the role of their job even while trying to be non-paraprofessional students.

As paraprofessional student workers, Resident Assistants are often required to perform check-in/out duties, submit weekly reports to supervisors, counseling and judicial referrals, and other tasks requiring creativity. Beyond the paperwork, Resident Assistants are also required to be on call in the residence halls. On call or duty responsibilities, as it is referred to on most campuses, requires the Resident Assistant to do patrols of the building and enforce policies set by the university and housing departments. In addition to on-duty responsibilities, Resident Assistants are also expected to attend weekly staff meetings, hall council meetings, and meet regularly one-on-one with their supervisors. These meetings and duty nights can often leave the Resident Assistant's schedule quite full. As an added administrative task, some Resident Assistants must be referral agents in reporting policy violations by residents. This is often an added stress beyond the average administrative work due to the stress of reporting and then providing the professional staff with information to hold the residents accountable for their actions.

The next role Resident Assistants fulfill is that of a role model. This is arguably the most difficult and stressful role asked of Resident Assistants. Resident Assistants have to live in a "fishbowl" existence under constant peer scrutiny (Hornak, 1982).

Living in this fishbowl means they are constantly watched by their peers and supervisors alike. At all times, Resident Assistants must act as role models, whether they are on campus, in their rooms, or out on the town. They are viewed by their peers in an "us versus them" dichotomy in which students become the opposition (Hetherington, Oliver, & Phelps, 1989). This dichotomy can be another stressor for a Resident Assistant. That dual role blurs the line between job and friendship, as Resident Assistants are forced to report their peers for policy violations in the residence halls. In a assessment done by Gillis and Edwards (1987) they found that much of the Resident Assistants sense of frustration over their job resulted from them feeling as though were being overworked and also from being put in a leadership position among their peers. This can make Resident Assistants feel as though their peer group is now only fellow Resident Assistants, instead of all students enrolled at the university.

The fourth role is that of a teacher. Resident Assistants are asked to educate and inform their residents about many dissimilar topics. They teach residents about policies and procedures while conducting floor meetings. They also teach on such topics as diversity, sexual health, and academic success. Programming involves the Resident Assistants putting on an event on their floor or in their hall for the sole purpose of giving back to the residents. They will often do the research and instructing themselves on these topics. Learning enough information about a topic in order to teach it can put a lot of stress on the Resident Assistant. The teacher role can also be a stressor because as a peer educator they often express feeling separated from their peer group.

The fifth and final role is counselor. Resident Assistants are required to help their residents with a myriad of personal problems; including, roommate conflicts, dating

isolation, academic problems, racial conflicts, birth control, abortion, sexual identity, alcohol abuse, rape, assault, death and suicide (Hetherington & Kerr, 1988). Resident Assistants are the go to persons for most residents experiencing these conflicts. Although Resident Assistants receive training to handle these situations, they are not licensed certified counselors. If Resident Assistants do not set up appropriate boundaries between themselves and their residents, they are at risk of becoming overly involved and emotionally exhausted (Paladino, Murray, Newgent, & Gohn, 2005).

Factors Affecting Burnout

There are many dynamics that may affect burnout among Resident Assistants. The researcher examined six main factors. These six factors are gender, race, year in university, semesters of experience, hall configuration, and management style of the Resident Director.

Gender

Are men or women more likely to experience burnout? One study suggests that males are more likely than females to have higher levels of depersonalization which can add to the burnout factor (Paladino, Murray, Newgent, & Gohn, 2005). Another study found that women reported greater levels of emotional exhaustion and found less personal accomplishment than did men in the Resident Assistant job (Hardy & Dodd, 1998). Yet Hetherington, Oliver, and Phelps (1989) found women to show higher levels of emotional exhaustion than did men. This information indicates that both men and women are prone to burnout, in different ways. Men struggle with relating to and taking care of their residents, where as women do not have the same level of difficulty. Men, on the other hand, do not have as much tribulation with experiencing emotional exhaustion

like women are prone to. Gilligan (1982) wrote that women interpret the world in terms of connected relationships and are threatened by isolation; men, on other hand, value freedom and are more likely to be threatened by connected relationships. One study predicted this difference existed because women, unlike men, are more likely to respond and take care of others' need before their own needs, and thus are less likely to set up personal boundaries (Hetherington, Oliver, & Phelps, 1989).

Residence Hall Style

Are Resident Assistants that work primarily with freshmen more likely to burnout than those working with upperclassmen? What about suite style living environments vs. traditional style? Resident Assistants living in which environment, are more likely to experience burnout? In a study significant correlation was found by Paladino, Murray, Newgent, and Gohn (2005), between residence hall style and experiencing emotional exhaustion. They found Resident Assistants that worked in a traditional style residence hall were more likely than those working in a suite or apartment style hall to experience emotional exhaustion. Another study found that Resident Assistants assigned to work in residence halls that housed primarily first-year students were more likely to experience a lower sense of personal accomplishment than those assigned to a hall with upper-class students (Hardy & Dodd, 1998). That same study also found that Resident Assistants who lived in buildings that housed a good mix of ages of residents tended to score lower on the Maslach Burnout Inventory than did those who were housed with first year students. The reason for these scores may be due to the fact that first year students historically have required more support and guidance than upperclassmen students. The Resident Assistants that deal with first year students may feel as though there is more of a

personal demand on them than those working with upper classmen. Another reason why being in a first year students hall may be more stressful is policy enforcement. Freshmen, with their new acquired freedoms, are more likely than upper classmen to violate policies (Benedict & Mondloch, 1989). In a study of Resident Directors, no correlation was found between burnout and hall configuration (Herr & Strange, 1985). This may be due to differences in job expectations between the Resident Director and the Resident Assistant, this information is valuable in that no real conclusion can yet be drawn regarding the relationships between hall configuration and Resident Assistant burnout.

Race

The question arises whether race has anything to do with the burnout factor. There is very little research on this subject. One study did find, however, that a significant relationship existed between race and the feeling of depersonalization. The researchers concluded that this correlation suggested that students who were non-white were more likely to experience burnout than those that were white (Paladino, Murray, Newgent, & Gohn, 2005). This study was conducted on a predominantly white campus. The lack of diversity on campus may make it difficult for the non-white Resident Assistants to make a connection with their white residents.

Semesters of Experience

Does the job get easier with time? In the business world, studies have shown that people who serve more time in their jobs are more likely to experience burnout than those who have started a new job. A study completed by Ballou and Brown (1987) found that all of the Resident Assistants that measured high on the Maslach Burnout Inventory were in their first year in the Resident Assistant position. Also, Resident Assistants, unlike

those in the business world, tend to feel the same way about their Resident Assistant job throughout the duration of their employment (Durden & Neimeyer, 1986). The reason for this may be that Resident Assistants that get burned out by the duties may leave the position after only serving one year and those that do not burn out may be the ones that continue with the job for two or three years. According to Benedict and Mondloch (1989), there is no correlation between years in the Resident Assistant job and burnout. A possible explanation for this lack of correlation may be the short amount of time that a Resident Assistant stays in their position. The maximum number of years for a Resident Assistant to work would be 4-5 years, while those in the corporate world may put in up to 50 years in one job.

Year in University

Is year in school a factor that affects burnout? Are Resident Assistants in their first or second year more likely to experience burnout than third or fourth year Resident Assistants or is it the complete opposite? Misra and McKean (2000) studied Resident Assistant sophomores. The sophomores reported experiencing academic stress at predictable times each semester. The greatest sources of academic stress resulted from studying for and taking exams, grade competition, and the large amount of course content required for mastery in a small amount of time. In addition, Misra and McKean reported that freshman and sophomore students have higher reactions to stress than junior and seniors. While freshmen and sophomore Resident Assistants have higher levels of academic stress than more experienced Resident Assistants, the latter group experiences less stress resulting in burnout than their less experienced counterparts.

Management Style of the Immediate Supervisor

Does supervision affect whether a Resident Assistant is more or less likely to experience burnout? Along with work environment, leadership styles of immediate supervisors can also impact the burnout potential of Resident Assistants (Komives, 1991). While it is known that the selection, training, and ongoing supervision of student staff is a challenging responsibility (Schaller & Wagner, 2007), the immediate supervisor has a difficult job. Their leadership styles may or may not be compatible with the expectations and supervision needs of the Resident Assistants they supervise. The challenge arises in structuring environments that maximizes all students' learning and development (Schaller & Wagner, 2007). Paladino, Murray, Newgent, and Gohn (2005) stated that due to the demographic limitations of their original study, they recommended management style of immediate supervisors be examined at similar institutions located in other states. However their study did find that Resident Assistants who are supervised by more laid back macro manager are less likely to burnout than those supervised by a more tightly managed micro manager.

Resident Assistant Position at Eastern Illinois University

The Resident Assistant position is not all that different no matter if you are a Resident Assistant in California or New York, or at the site used in the present study Eastern Illinois University. But there are some differences at every university that truly make the Resident Assistant position unique for that school. In this section, the Resident Assistant position at Eastern Illinois University will be examined.

According to the job description, the Resident Assistant is an integral part of the Eastern Illinois University Housing and Dining Services. They are live-on employees

who have constant direct contact with the residents that reside with in the twelve residence halls at the University. The Resident Assistants have six major roles that they are asked to fulfill as employees of Eastern Illinois University: community facilitator, referral agent, team member, administrator, university representative, and educator/programmer ("RA Manual," 2008).

As community facilitators they are asked use the Panther Success Initiative to meet requirements. The Panther Success Initiative was designed to enhance the success of students whom live in the residence halls as Eastern Illinois University. This program focuses on the Resident Assistant building relationships with the residents whom reside in their learning communities. It also has a large focus on goal setting and working with individual residents to reach each of the goals set. Thru using this program Resident Assistants are required to get to know all their residents within the first three weeks, conducting one floor meeting per month, assist students with problems, and encourage responsibility amongst the members of their learning community, participate and encourage hall government involvement, and serve as a communication link between residents and the department of University Housing and Dining.

Resident Assistants are also asked to be referral agents in that they must report all emergencies to their supervisor or the counseling center as needed. They are also required to be familiar with campus resources and help to refer students in need to the resources that would assist them.

Another role Resident Assistants are asked to fill is that of a team member. In this role Resident Assistants are required to report back to the university early in August to attend Fall Staff Training as well as to return back early from winter break for Spring

Staff Training. Resident Assistants are also asked to attend weekly staff meetings, develop a staff and building community, and participate in recruitment of future staff members.

In their role as an administrator Resident Assistants are asked to open and close the residence halls in the fall and spring, participate in on-call duty rotation with their staff beginning at 6pm until 8am the following morning, complete task such as check ins/outs, room condition reports, maintenance requests, and other tasks assigned by their supervisor in a timely fashion, and be familiar with the information included in the Resident Assistant Manual.

Resident Assistants are also asked to act as university representatives. In this role they confront, uphold, explain, and document all policy violations, demonstrate exemplarily behavior, and cooperate with and support other staff members.

The last role is that of a programmer and educator. Resident Assistants are required to provide quality and educational program to the residents on their learning communities. They are also required to attend and support programming efforts from the department and others on campus, as well as evaluate and provide feedback on programming.

Resident Assistants are required to fulfill the roles listed above and in return the University provides them with a compensation package. This package includes full room and board, with a single room and a 15 meal plan. They also receive complimentary voice mail in their residence hall rooms and a stipend of \$130 per month. As a result of stipend, students are required while serving in the role as a Resident Assistant to not hold an off-campus job or work more than three hours per week at an on-campus job.

Resident Assistants at Eastern Illinois University can be assigned to work in any of the 12 residence halls on campus. Each hall is different in terms of staff, size, and number of residents. Andrews Hall is managed by a Resident Director, a graduate student Associate Resident Director, and eight Resident Assistants. This traditional hall's capacity is 464 female residents. Carman Hall is managed by a Resident Director, a Complex Director, a Resident Director, and two graduate student Associate Resident Directors, and 17 Resident Assistants. This traditional hall's capacity is 352 male and 396 female residents. Douglas Hall is managed by a graduate student Associate Resident Director and six Resident Assistants. This traditional hall's capacity is 201 male residents. Ford Hall is managed by a graduate student Associate Resident Director, and four Resident Assistants. This traditional hall's capacity is 72 female and 78 male residents. Lawson Hall is managed by a Resident Director, a graduate student Associate Resident Director, and six Resident Assistants. This traditional hall's capacity is 464 female residents. Lincoln Hall is managed by a graduate student Associate Resident Director, and four Resident Assistants. This traditional hall's capacity is 203 female residents. McKinney Hall is managed by a graduate student Associate Resident Director, and four Resident Assistants. This traditional hall's capacity is 72 female and 78 male residents. Pemberton Hall is managed by a graduate student Associate Resident Director, and six Resident Assistants. This traditional hall's capacity is 212 female residents. Taylor Hall is managed by a Resident Director, a graduate student Associate Resident Director, and ten Resident Assistants. This traditional hall's capacity is 315 female and 287 male residents. Thomas Hall is managed by a Resident Director, a graduate student Associate Resident Director, and eight Resident Assistants. This traditional hall's

capacity is 446 male residents. Weller Hall is managed by a graduate student Associate Resident Director, and four Resident Assistants. This traditional hall's capacity is 72 female and 78 male residents. Stevenson Hall is managed by a Complex Director, a graduate student Associate Resident Director, and eight Resident Assistants. This suite style co-ed hall's capacity is 376 residents.

Content Summary

Contained within chapter two are the review of literature. Sections highlighted in the review of literature include a review of the present available literature on the five main roles the Resident Assistants fill with in their job according to a study by Paladino, Murray, Newgent, and Gohn (2005). A summary of information available on the six main factors effecting burnout that the researcher examined include, gender, race, year in university, semesters of experience, hall configuration, and management style of the immediate supervisor. Also included in this chapter is an extensive overview of the Resident Assistant position at Eastern Illinois University.

CHAPTER III

METHODOLOGY

Design of the Study

The present study utilizes a quantitative design, which was selected over qualitative due to the nature of the Maslach Burnout General Inventory. Tests were performed to determine correlations between the level of burnout on the three subscales and demographics. A simple demographics survey was given that asks gender, residence hall style, race, year in university, management style of their immediate director, and semesters of experience.

Site

The study was conducted at Eastern Illinois University (EIU). Charleston is city located in East Central Illinois with a population of 21,000 (www.charlestonillinois.org). Charleston is located on Highway 16 and is the county seat for Coles County. Coles County is the hub for commerce and is also the center for local government. Eastern Illinois University was founded in 1895 and in spring 2008 had an enrollment of 12,179 students. The University offers 44 undergraduate majors, 49 minors, 25 graduate programs and five post-baccalaureate certificate programs.

Instrument

The researcher used the Maslach Burnout General Inventory to measure the phenomenon of burnout as reported by Resident Assistants. The Maslach Burnout General Inventory is a sixteen item assessment that measures the level of burnout experienced by someone in the helping professions on three different levels: emotional exhaustion, depersonalization, and personal accomplishment. Each of these levels is

measured on a unique separate scale. The Emotional Exhaustion Subscale measures feelings of being extended emotionally and exhausted with work. The Depersonalization subscale assesses the lack of feelings and the impersonal responses toward the Resident Assistants' residents. Finally, the Personal Assessment Subscale measures the feeling of success that one has in their work as a Resident Assistant. The Maslach Burnout Inventory has a history of successful use with college residence hall staff (Ballou & Brown, 1987).

Participants

The participants in the present study were Resident Assistants undergraduate students currently under contract with the Eastern Illinois University Housing and Dining Department. There were 85 participants that met this requirement.

Procedure

Upon Eastern Illinois University Institutional Review Board approval of the present study the researcher put together packets of information to distribute, that included a consent form and demographics survey, as well as the Maslach Burnout General Inventory. These packets were distributed to each of the Resident Directors and Associate Resident Directors of University Housing during weekly professional staff meetings. During these meetings, the researcher explained to the Resident Directors and Associate Resident Directors the purpose of the study. The researcher requested that all surveys be distributed at a weekly residence hall staff meeting to each Resident Assistant. To ensure a high return rate, the researcher offered to put each staff member's name who completed the survey into a drawing for six Wal-Mart gift cards, each worth \$10. The researcher asked that all packets be returned to the researcher's mail box, located in a

locked and secure location in the University Housing and Dining Services offices, one week after the surveys were distributed.

Treatment of Data

After the surveys were completed, the researcher sorted through and checked each survey for complete data entry. The data were then entered into the Microsoft Excel program and then exported from Excel into SPSS version 16 for analysis.

Content Summary

Contained within Chapter three are the methodology for the present study and a justification for utilizing a qualitative design. Also contained within Chapter three are a description of the site location (Eastern Illinois University located in Charleston, IL); a description of the instrument used in the study, Maslach Burnout General Inventory; a description of the participant in the current study, as well as a description of the procedure in which the study was carried out and how the data were treated post collection.

CHAPTER IV

FINDINGS

Seventy-eight of the 85 potential participants responded to the survey, for a 91.76% return rate. Contained within this chapter are data collected from the 78 completed surveys. The survey instrument utilized in the present study can be found in Appendix A.

Demographics Data

Along with the Maslach Burnout General Inventory, participants were asked to complete a demographics survey (Appendix B). The demographics survey asked questions regarding gender, residence hall style, race, year in university, management style of immediate supervisor, and semesters served as a Resident Assistant.

Of the Resident Assistants, 53.8% ($n=42$) were female with the remaining 46.2% ($n=36$) being male. Participants reported 89.7% ($n=70$) reside in a traditional style residence hall while 10.3% ($n=8$) reside in a suite style residence hall. Most of the participants self identified as being Caucasian 85.9% ($n=67$), while 14.1% ($n=11$) reported being Non-Caucasian. A majority of the participants, 37.2% ($n=29$) were seniors, 34.6% ($n=27$) sophomores, 25.6% ($n=20$) juniors, and 2.6% ($n=2$) freshmen. Resident Assistants who described their immediate supervisor as a macro manager comprised 84.6%, ($n=66$) of the sampled population, 15.4% ($n=12$) reported that their supervisor was a micro manager. The largest number of participants 46.2% ($n=36$) had two semesters of experience as Resident Assistants, 30.8% ($n=24$) had four semesters of experience, 9% ($n=7$) had six semesters of experience, 9% ($n=7$) had one semester of experience, and 5.1% ($n=4$) had three semesters of experience as a Resident Assistant.

Emotional Exhaustion

Question five and seven through 16 addressed emotional exhaustion associated with the Resident Assistant position. Table one charting this data can be found in Appendix D. The responses to question five showed that 53.8% ($n=42$) of Resident Assistant felt that they could effectively solve the problems that arose in their work everyday. The responses to question seven showed that 43.6% ($n=34$) of the participants felt they were making a contribution at least a few times a week to what the department of University Housing and Dining does. The responses to question eight showed that 30.8% ($n=24$) of Resident Assistants never felt they had become less interested in their work since they started the job. The responses to question nine showed that 25.6% ($n=20$) of the Resident Assistants felt they had become less enthusiastic about their work a few times a year or less. Notable also was the fact that 24.4% ($n=19$) indicated they never felt less enthusiastic about their work. The responses to question 10 showed that 43.6% ($n=34$) of the participants indicated feeling they were good at their job a few times a week. The responses to question 11 showed that 34.6% ($n=27$) of the Resident Assistants indicated that they felt exhilarated when they accomplished something at work everyday. The responses to question 12 showed that 34.6% ($n=27$) of the Resident Assistant indicated they accomplished many worthwhile things in their job a few times a week. The responses to question 13 showed that 26.9% ($n=21$) of the Resident Assistants indicated they just wanted to do their job and not be bothered once a month or less. The responses to question 14 showed that 26.9% ($n=42$) of the Resident Assistants indicated feeling they had never become more cynical in whether their work contributed anything, notably 23.1% ($n=18$) felt as though they had become more cynical once a

month or less. The responses to question 15 showed that 38.5% ($n=30$) of the Resident Assistants never doubted the significance of their work as a Resident Assistant. In response to question 16, 42.3% ($n=33$) of the Resident Assistants indicated feeling confident that they were effective at getting things done at work at least a few times a week.

Depersonalization

Question one through seven, 10-12, and 16 addressed depersonalization associated with the Resident Assistant position. Table one charting this data can be found in Appendix D. The responses to question one showed that 33.3% ($n=276$) of Resident Assistant that took the survey felt they had a feeling of being emotionally drained from their work a few times a month. The responses to question two showed that 21.8% ($n=17$) of Resident Assistant felt used up from the work day at least once month or less, notably 19.2% ($n=15$) felt used up a few times a month. The responses to question three showed that 24.4% ($n=19$) of Resident Assistant felt tired when they got up in the morning and had to face another day on the job a few times a month, notably 23.1% ($n=18$) felt tired in the morning only a few times a year or less. The responses to question four showed that 25.6% ($n=20$) of Resident Assistants felt that working all day was a strain for them once a month or less. The responses to question five showed that 53.8% ($n=42$) of Resident Assistants felt they can effectively solve the problems that arise in their work everyday. In responses to question six 25.6% ($n=20$) of Resident Assistants felt burned out from their work once a month or less. The responses to question seven were that 43.6% ($n=34$) felt like they were making a contribution a few times a week to what University Housing and Dining does. The responses to question 10

showed 43.6% ($n=34$) indicated that they felt they were good at their job at least a few times a week. The responses to question 11 showed that 34.6% ($n=27$) indicated they felt exhilarated when they accomplished something at work everyday. The responses to question 12 showed that 34.6% ($n=27$) of the Resident Assistant indicated they have accomplished many worthwhile things in this job a few times a week. In response to question 16 42.3% ($n=33$) of the Resident Assistants felt confident that they were effective at getting things done at work a few times a week.

Personal Accomplishment

Question one through four, six, eight, nine, and 13-15 addressed personal accomplishment associated with the Resident Assistant position. Table one charting this data can be found in Appendix D. The responses to question one showed that 33.3% ($n=26$) of Resident Assistants felt being emotionally drained from their work a few times a month. The responses to question two showed that 21.8% ($n=17$) of Resident Assistants felt used up from the work day once a month or less, notably, 19.2% ($n=15$) felt used up a few times a month. The responses to question three showed that 24.4% ($n=19$) of Resident Assistants felt tired when they got up in the morning and had to face another day on the job a few times a month, notably, 23.1% ($n=18$) felt tired in the morning only a few times a year or less. The responses to question four showed that 25.6% ($n=20$) of Resident Assistants felt that working all day was a strain for them once a month or less. The responses to question six showed that 25.6% ($n=20$) of Resident Assistants felt burned out from their work once a month or less. The responses to question eight showed that 30.8% ($n=24$) of the Resident Assistants never felt they had become less interested in their work since they started the job. The responses to question

nine showed that 25.6% ($n=20$) of the Resident Assistants reported having become less enthusiastic about their work a few times a year or less, notably, also 24.4% ($n=19$) of the Resident Assistants indicated that they never felt less enthusiastic about their work. The responses to question 13 showed that 26.9% ($n=21$) of the Resident Assistants indicated they just wanted to do their job and not be bothered once a month or less. The responses to question 14 showed that 26.9% ($n=21$) of the Resident Assistants indicated never feeling more cynical in whether their work contributed anything, notably, 23.1% ($n=18$) felt they had become more cynical once a month or less. The responses to question 15 showed that 38.5% ($n=30$) of the Resident Assistants indicated they never doubted the significance of their work.

Totals

The researcher used Microsoft Excel to organize the data per the Maslach Burnout General Inventory scoring key. Table two displaying this data can be found in Appendix E. When examining the responses to questions five and seven through 16, a score of 16 or greater was interpreted as high levels of emotional exhaustion, a score of eight to 15 indicated moderate levels, and a score of zero to seven was interpreted as low levels. The results from this data set had a mean of 11.99 and the standard deviation was 6.793.

When analyzing the responses to questions one through seven, 10-12 and 16 a score of 13 or over was considered to reflect high levels of depersonalization, a score of six to 12 moderate levels, and a score of zero to five low levels. The results of this data suggest that the mean was 9.18 with the standard deviation being 6.558. Analysis of the responses to questions one through four, six, eight, nine and 13-15 with a score of 30 or higher was interpreted to suggest high levels of personal accomplishment, a score of 24-

29 moderate levels, and a score of zero to 23 low levels. This data set had a mean of 29.46 with a standard deviation of 4.324.

Research Questions

Research question one asked whether a difference exists using the Maslach Burnout General Inventory subscales amongst males and females. An Independent Sample t-Test comparing the mean scores of the Maslach Burnout General Inventory subscales of male Resident Assistants to female Resident Assistants found no significant difference between the means of the two groups of Resident Assistants in the Emotional Exhaustion Subscale ($t(78) = 3.480, p < .05$). The mean of the male Resident Assistants only a small amount higher ($m = 12.28, sd = 6.760$) than the mean of female Resident Assistants ($m = 11.74, sd = 6.983$). There was a significant difference found between the means of the two groups of Resident Assistants in the Depersonalization Subscale ($t(78) = 1.811, p < .05$). The mean of the male Resident Assistants was higher ($m = 10.61, sd = 7.248$) than the mean of female Resident Assistants ($m = 7.95, sd = 5.708$). However there was no significant difference found between the means of the two groups on the Personal Accomplishment Subscale ($t(78) = -0.660, p < .05$). The mean of the male Resident Assistants was very similar ($m = 29.11, sd = 3.748$) than the mean of female Resident Assistants ($m = 29.76, sd = 4.787$). This data is illustrated via table three in Appendix E.

Research question two asked whether a difference exists using the Maslach Burnout General Inventory subscales amongst Resident Assistants who work in a traditional style residence hall and those that work in a suite style residence hall. An Independent Sample t-Test comparing the mean scores of the Maslach Burnout General

Inventory subscales of Resident Assistants who work in a traditional style residence hall to Resident Assistants who work in a suite style residence hall found a significant difference between the means of the two groups of Resident Assistants in the Emotional Exhaustion Subscale ($t(78) = 3.191, p < .05$). The mean of the traditional hall Resident Assistants was ($m = 12.77, sd = 6.651$) higher than the mean of suite style Resident Assistants ($m = 5.12, sd = 3.399$). There was also a significant difference found between the means of the two groups of Resident Assistants in the Depersonalization Subscale ($t(78) = 1.399, p < .05$). The mean of the traditional hall Resident Assistants was higher ($m = 9.53, sd = 6.12$) than the mean of suite style Resident Assistants ($m = 6.12, sd = 8.887$). However there was no significant difference found between the means of the two groups on the Personal Accomplishment Subscale ($t(78) = -0.802, p < .05$). The mean of the traditional hall Resident Assistants was very similar ($m = 29.33, sd = 4.413$) to the mean of suite style Resident Assistants ($m = 30.62, sd = 3.462$). This data is illustrated via table four in Appendix E.

Research question three asked whether a difference exists using the Maslach Burnout General Inventory subscales amongst Caucasians and Non-Caucasians. An Independent Sample t-Test comparing the mean scores of the Maslach Burnout General Inventory subscales of Caucasian Resident Assistants to Non-Caucasian Resident Assistants found no significant difference between the means of the two groups of Resident Assistants on the Emotional Exhaustion Subscale ($t(78) = 0.041, p < .05$). The mean of the Caucasian Resident Assistants was similar ($m = 12.00, sd = 6.541$) to the mean of Non-Caucasian Resident Assistants ($m = 11.91, sd = 8.538$). There was a significant difference found between the means of the two groups of Resident Assistants

on the Depersonalization Subscale ($t(78) = 0.741, p < .05$). The mean of the Caucasian Resident Assistants was higher ($m = 9.40, sd = 6.560$) than the mean of Non-Caucasian Resident Assistants ($m = 7.82, sd = 6.691$). However there was no significant difference found between the means of the two groups on the Personal Accomplishment Subscale ($t(78) = -0.669, p < .05$). The mean of the Caucasian Resident Assistants was very similar ($m = 29.33, sd = 4.436$) than the mean of Non-Caucasian Resident Assistants ($m = 30.27, sd = 3.636$). This data is illustrated via table five in Appendix E.

Research question four asked whether a difference exists using the Maslach Burnout General Inventory subscales when using year in university as a factor. A Frequency test was run comparing the mean scores of the Maslach Burnout General Inventory subscales of freshman, sophomore, junior, and senior Resident Assistants found a significant difference between the means of the four groups of Resident Assistants on the Emotional Exhaustion Subscale. The mean of the junior Resident Assistants was the highest ($m = 13.70, sd = 6.923$) the mean of sophomore Resident Assistants was the next highest ($m = 12.00, sd = 7.390$) senior Resident Assistants were the next highest ($m = 11.00, sd = 6.508$) and freshmen had the lowest mean ($m = 9.00, sd = 0.000$). There was a significant difference found between the means of the four groups of Resident Assistants on the Depersonalization Subscale. The mean of the senior Resident Assistants was the highest ($m = 10.59, sd = 6.663$) the mean of junior Resident Assistants was the next highest ($m = 9.85, sd = 6.923$) sophomore Resident Assistants were next ($m = 7.56, sd = 6.072$) and freshmen had the lowest mean ($m = 4.00, sd = 2.828$). There was also a significant difference found between the means of the four groups on the Personal Accomplishment Subscale. The mean of the freshman Resident

Assistants was the highest ($m = 32.50$, $sd = 3.536$) the mean of junior Resident Assistants was the next highest ($m = 29.90$, $sd = 4.340$) senior Resident Assistants were next ($m = 29.83$, $sd = 4.010$) and sophomore Resident Assistants had the lowest mean ($m = 28.52$, $sd = 4.677$). This data is illustrated via table 6 in Appendix E.

Research question five asked whether a difference exists using the Maslach Burnout General Inventory subscales amongst those Resident Assistants who are supervised by a micro manager and those that are supervised by a macro manager. An Independent Sample t-Test comparing the mean scores of the Maslach Burnout General Inventory subscales of Resident Assistants supervised by micro managers to Resident Assistants supervised by macro managers found a significant difference between the means of the two groups on the Emotional Exhaustion Subscale ($t(78) = -0.499$, $p < .05$). The mean of the macro managed Resident Assistants was higher ($m = 12.15$, $sd = 6.931$) than the mean of the micro managed Resident Assistants ($m = 11.08$, $sd = 6.171$). There was also significant difference found between the means of the two groups on the Depersonalization Subscale ($t(78) = -1.207$, $p < .05$). The mean of the macro managed Resident Assistants was higher ($m = 9.56$, $sd = 6.940$) than the mean of the micro managed Resident Assistants ($m = 7.08$, $sd = 3.288$). However there was no significant difference found between the means of the two groups on the Personal Accomplishment Subscale ($t(78) = 0.178$, $p < .05$). The mean of the micro managed Resident Assistants was very similar ($m = 29.67$, $sd = 3.229$) than the mean of the macro managed Resident Assistants ($m = 29.42$, $sd = 4.513$). This data is illustrated via table seven in Appendix E.

Research question six asked whether a difference exists using the Maslach Burnout General Inventory subscales when using semesters of Resident Assistant

experience as a factor. A Frequency test was run comparing the mean scores of the Maslach Burnout General Inventory subscales of Resident Assistants who had one semester of experience, two semesters of experience, three semesters of experience, four semesters of experience and six semesters of experience found a significant difference between the means of those Resident Assistants who had one, two, or six semesters of experience to those who had three or four semester of experience on the Emotional Exhaustion Subscale. The mean of Resident Assistants with four semesters of experience was the highest ($m = 13.45$, $sd = 5.875$) the mean of Resident Assistants with three semesters of experience was the next highest ($m = 12.50$, $sd = 9.147$) Resident Assistants with one semester of experience were the next highest ($m = 11.71$ $sd = 5.707$) which was very similar to those Resident Assistants with two semester of experience ($m = 11.17$, $sd = 7.347$) and Resident Assistants with six semesters of experience ($m = 11.14$, $sd = 7.537$). There was a significant difference found between the means of the five groups of Resident Assistants on the Depersonalization Subscale. The mean of Resident Assistants with four semesters of experience was the highest ($m = 12.08$, $sd = 7.271$) the mean of Resident Assistants with six semesters of experience was the next highest ($m = 10.00$, $sd = 7.461$) Resident Assistants with three semester of experience were the next highest ($m = 7.75$ $sd = 5.058$) which was very similar to those Resident Assistants with two semester of experience ($m = 7.72$, $sd = 5.998$) and Resident Assistants with one semesters of experience showed the lowest mean ($m = 6.71$, $sd = 3.904$). There was also a significant difference found between the means of the five groups on the Personal Accomplishment Subscale. The mean of Resident Assistants with six semesters of experience was the highest ($m = 31.86$, $sd = 3.185$) the mean of Resident Assistants with three semesters of

experience was the next highest ($m = 30.75$, $sd = 2.500$) Resident Assistants with four semester of experience were the next highest ($m = 29.42$, $sd = 4.596$) which was very similar to those Resident Assistants with two semester of experience ($m = 29.22$, $sd = 4.310$) and Resident Assistants with one semester of experience was the lowest mean ($m = 27.71$, $sd = 5.057$). This data is illustrated via table eight in Appendix E.

Content Summary

Contained within Chapter four are the results the study. Included is the demographic information on participants; results from each of the questions asked on the Maslach Burnout General Inventory organized by subscale, as well as t-test results for responses to each of the six research questions.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the level of burnout and how that relates to predisposed factors in Resident Assistants whom are currently employed by Eastern Illinois University Housing and Dining Department. The factors studied were gender, residence hall style, race, year in university, supervision style of the immediate supervisor, and semesters of experience. Using the data obtained from the 78 completed surveys means and standard deviations were determined for each of the subgroups. These means and standard deviations were then compared to determine if differences existed between the different groups studied. This chapter includes a discussion, conclusion, and recommendations based on the responses to the survey.

Discussion

According to the data, Resident Assistants at Eastern Illinois University are moderately emotionally exhausted, feel moderately depersonalized, and experience high levels of personal accomplishment. This was derived from the means of the group and scored according to the Maslach Burnout General Inventory scoring key.

Research question one asks is there a difference in levels of burnout using the Maslach Burnout General Inventory three subscales between males and females? According to the data males and females answered questions very similarly on the emotional exhaustion and personal accomplishment subscales. The difference between the groups lies in the depersonalization subscales, where males rated higher than females did. This data indicated that males and females are both moderately emotionally exhausted, both showing high levels of personal accomplishment, but men seem feel

more of a feeling of being disconnected from their residents. This is significant because previous research by Hardy and Dodd (1998) as well as Hetherington, Oliver, and Phelps (1989) indicated that females showed higher levels of emotional exhaustion and lower levels of personal accomplishment than males did, this study indicated otherwise. This study does however continue to support the previous research by Paladino, Murray, Newgent, & Gohn (2005) that males show higher levels of depersonalization than females do.

Research question two asks, if there are differences in the levels of burnout using the Maslach Burnout General Inventory three subscales between Resident Assistants who work in a suite style residence hall to those that work in a traditional style residence hall? There was a significant difference found between the two groups on the emotional exhaustion and depersonalization subscales. According to the data Resident Assistants who work in a suite style residence hall experience lower levels of emotional exhaustion and depersonalization than Resident Assistants who work in a traditional style hall. This data completely supports previous studies by Paladino, Murray, Newgent, and Gohn (2005) and Hardy and Dodd (1998) in those Resident Assistants who work in a suite style hall are less likely to show signs of the burnout phenomenon.

Research question three asks, is there a difference in the levels of burnout using the Maslach Burnout General Inventory three subscales between Caucasian Resident Assistants and Non-Caucasian Resident Assistants? The data on this question indicated that there was very little difference between the two groups on the emotional exhaustion and personal accomplishment subscales. There was however a difference in the depersonalization subscales, where Caucasian Resident Assistants were more likely than

Non-Caucasian Resident Assistants to feel less connected to their residents. This information is opposite of what was found in the literature. The previous literature by Paladino, Murray, Newgent, and Gohn (2005) indicated that Non-Caucasian Resident Assistants were more likely to show higher levels on both the emotional exhaustion and depersonalization subscales and lower levels on the personal accomplishment subscale than their Caucasian counterparts.

Research question four asks, does the year in university affect the levels of burnout using the Maslach Burnout General Inventory three subscales? The results of the study indicated that a large difference between junior and freshman Resident Assistants exist on the emotional exhaustion subscale. Junior Resident Assistants answered much higher in terms of feeling fatigued and having less energy than did freshman Resident Assistants. Another difference existed on the depersonalization subscale in that senior Resident Assistants felt much more disconnected from their residents than did freshman Resident Assistants. Also there was a difference in the personal accomplishment subscale. Using this scale the largest difference laid between freshman and sophomore Resident Assistants, freshman indicated feeling much more accomplished than did sophomores. This information does not support previous research by Misra and McKean which states that upper classman are less likely to experience burnout than lower classman. This study indicates the opposite, that freshman experience the lowest level of burnout and upper classman experience a higher level of burnout.

Research question five asks, is there a difference in the levels of burnout using the Maslach Burnout General Inventory three subscales between Resident Assistants who are immediately supervised by a micro-manager and those who are supervised by a macro-

manager? A difference between the two groups was found in the emotional exhaustion and depersonalization subscales. On both subscales Resident Assistants whose immediate supervisor was a macro manager experienced higher levels of feeling fatigue and disconnected from their residents than did those whose immediate supervisor was a micro manager. This information indicates that micro managers are less likely to have their Resident Assistants show signs of burnout than are macro managers.

Research question six asks, does the number of semesters completed as a Resident Assistant affect the levels of burnout using the Maslach Burnout General Inventory three subscales? The results from this study are that Resident Assistants with four semesters on the job experience higher levels of feeling emotional exhausted and those with six semesters of experience tend to experience lower levels of emotional exhaustion than other Resident Assistants. Resident Assistants with four semesters of experience also experience the high levels of feeling disconnected from their residents according to the depersonalization subscale, while one semester Resident Assistants showed the lowest level. Resident Assistants with six semester of experience feel the most personally accomplished while Resident Assistants with only one semester of experience feel the least personally accomplished. This data indicates that Resident Assistants with four semester of experience are the most likely group to experience burnout. This does not support previous research by Ballou and Brown (1987) which found that all Resident Assistants who measured high in their level of burnout were in their first year in the position. It also does not support the research by Durden and Neimeyer (1986) that states that Resident Assistants tend to feel the same way about their position throughout their experience.

Conclusions

1. Males experience higher levels of depersonalization than females.
2. Resident Assistants who work in a suite style residence hall are less likely to experience burnout than those Resident Assistants that work in a traditional style residence hall.

Recommendations

Student Affair Practitioners

1. Educate Resident Assistants in the areas of stress management and stress relief. Often in training sessions is forgotten the importance of teaching front line workers how to take care of themselves while trying to take care of others. It is extremely important that Resident Assistants are equipped with the needed tools to manage their stress to ideally avoid the burnout phenomenon.
2. Be conscious of difference between Resident Assistants and how differences may make them more or less likely to experience the burnout phenomenon. Results from this study indicated that although there are some predisposed factors that affect burnout, as a whole everyone is different. In particular, practitioners must be conscience of males in traditional style residence halls, who are also fourth semester Resident Assistants. Students who fit this profile appear to be more likely to burnout than their peers.
3. When selecting or rehiring, be aware that Resident Assistants with four semesters of experience showed the highest levels of burnout compared to those with more or less experience.

4. The level of personal accomplishment among all Resident Assistants was high. This indicates that overall, Resident Assistants are getting a lot out of their experience. They are feeling as if they are making a difference during their time as a Resident Assistant and able to do their job and do it well. This is important in marketing the Resident Assistant position in that it can be concluded from this study that Resident Assistants at Eastern Illinois University enjoy their job and the experience that the position brings.

Future Researchers

1. Future researchers may want to survey Resident Assistants, at different times throughout the academic year to test change in levels of burnout. As stated in the introduction, the time of the year that surveys are administered was seen as a limitation to the present study.
2. Future researchers may want to expand the study by including Resident Assistants at colleges and universities across the nation. A limitation to the present study was the lack of population diversity; this could be solved by future researcher obtaining a large sample size by including many different institutions.
3. Future researchers may want to use the Maslach Burnout Human Services Inventory to study Resident Assistant burnout using the same six factors used in the current study. Using this instrument the researcher may obtain more detailed information about burnout experienced by Resident Assistants.
4. Further research is needed on the factors of race and management style of the immediate supervisor. Very little research exists on these two factors and how they relate to burnout.

Content Summary

Contained within chapter V is a discussion of the results of the study. The results are compared to information in the literature review to enable the drawing of conclusions about Resident Assistant burnout as a whole. The two conclusions drawn from this study are, (1) male Resident Assistants are more likely to experience higher levels of depersonalization and (2) Resident Assistants in a suite style living environment are less likely to experience burnout. Also included in this chapter are implications for practitioners as well as suggestions for future research.

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APPENDICES

APPENDIX A

MBI-General Survey

The purpose of this survey is to assess how staff members view their job and their reactions to their work.

On the following page there are 16 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example

How often:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

How Often
0-6

Statement:

I. _____ I feel depressed at work.

If you never feel depressed at work, you would write the number "0" (zero) under then heading "How often." If you rarely feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."

Note to Researchers

We would appreciate your contribution to establishing occupational and national norms for the MBI-GS. If you wish to contribute, please send survey data on computer disks. Include on the disks item by item data files on all subjects along with whatever demographic data you have collected. Include on the disk a text file identifying the researchers, describing the nature of the sample, and outlining the structure of the data file. Your contribution will be acknowledged in the next edition of the *MBI Manual*.

Send files to:
Michael P. Leiter, Ph.D.
Centre for Organizational Research & Development
Acadia University
Wolfville, NS, Canada B0P 1X0



1055 Joaquin Road, 2nd Floor, Mountain View, CA 94043
800-624-1765 www.cpp.com

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MBI-General Survey

How often:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

How Often
0-6

Statements:

1. _____ I feel emotionally drained from my work.
2. _____ I feel used up at the end of the workday.
3. _____ I feel tired when I get up in the morning and have to face another day on the job.
4. _____ Working all day is really a strain for me.
5. _____ I can effectively solve the problems that arise in my work.
6. _____ I feel burned out from my work.
7. _____ I feel I am making an effective contribution to what this organization does.
8. _____ I have become less interested in my work since I started this job.
9. _____ I have become less enthusiastic about my work.
10. _____ In my opinion, I am good at my job.
11. _____ I feel exhilarated when I accomplish something at work.
12. _____ I have accomplished many worthwhile things in this job.
13. _____ I just want to do my job and not be bothered.
14. _____ I have become more cynical about whether my work contributes anything.
15. _____ I doubt the significance of my work.
16. _____ At my work, I feel confident that I am effective at getting things done.

(Administrative Use only)

EX: _____ CY: _____ PE: _____

APPENDIX B

Demographic Information

Please Answer Each Question

Age _____

Sex

M- _____

F- _____

Building Style

Traditional- _____

Suite- _____

Race - _____

Year in University

Freshman - _____

Sophomore - _____

Junior - _____

Senior - _____

Graduate - _____

Supervisors Management Style

Micro - _____

Macro - _____

Semesters Completed as an RA - _____

CONSENT TO PARTICIPATE IN RESEARCH

Factors Affecting RA Burnout at a Midsize, Midwestern University

You are invited to participate in a research study conducted by Lindsay Gustin and Dr. James Wallace, from the Counseling and Student Development Department at Eastern Illinois University.

Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate.

- **PURPOSE OF THE STUDY**

The study will examine Resident Assistant burnout and how different factors may affect the phenomenon.

- **PROCEDURES**

If you volunteer to participate in this study, you will be asked to complete the packet including an informed consent form, a demographics survey, and the Maslach Burnout Inventory. It is estimated that the survey will take approximately 10 to 15 minutes to complete.

- **POTENTIAL RISKS AND DISCOMFORTS**

There are no foreseeable physical risks or discomforts of the present study.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

Research on this topic may provide college administrators with more information how to support student staff members in preventing the phenomenon that is burnout.

- **INCENTIVES FOR PARTICIPATION (*Optional*)**

All hall staffs that return 100% of the surveys from their building will have their names entered into a drawing. There will be six winners from the drawer, each getting a \$10 Wal-Mart gift certificate.

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. All the survey data will be stored in the computer system and only the researcher will have access to the data. After completion, all information will be stored on a disc and locked in a cabinet in the Department of Counseling and College Student Development.

• PARTICIPATION AND WITHDRAWAL

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled.

You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

• IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact:

Lindsay Gustin – Principal Investigator
360 Grant Ave.
Lincoln Hall
Charleston, IL 61920
217-581-7694
lagustin@eiu.edu

Dr. James A. Wallace – Faculty Sponsor
2112 Buzzard Hall
Charleston, IL 61920
217-581-7240
jawallace@eiu.edu

• RIGHTS OF RESEARCH SUBJECTS

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920
Telephone: (217) 581-8576
E-mail: eiuirb@www.eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

Printed Name of Participant

Signature of Participant

Date

I, the undersigned, have defined and fully explained the investigation to the above subject.

Signature of Investigator

Date

APPENDIX C

April 15, 2008

Lindsay Gustin
Counseling and Student Development

Thank you for submitting the research protocol titled "Factors Affecting RA Burnout at a Midsize, Midwestern University" for review by the Eastern Illinois University Institutional Review Board (IRB). The IRB has Approved this research protocol following an Expedited Review procedure. IRB review has determined that the protocol involves no more than minimal risk to subjects and satisfies all of the criteria for approval of research.

This protocol has been given the IRB number 08-057. You may proceed with this study from 4/15/2008 to 4/14/2009. You must submit Form E, Continuation Request, to the IRB by 3/14/2009 if you wish to continue the project beyond the approval expiration date.

This approval is valid only for the research activities, timeline, and subjects described in the above named protocol. IRB policy requires that any changes to this protocol be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me, or the Compliance Coordinator at 581-8576, in the event of an emergency. All correspondence should be sent to:

Institutional Review Board
c/o Office of Research and Sponsored Programs
Telephone: 581-8576
Fax: 217-581-7181
Email: eiuirb@www.eiu.edu

Upon completion of your research project, please submit Form G, Completion of Research Activities, to the IRB, c/o the Office of Research and Sponsored Programs.

Thank you for your assistance, and the best of success with your research.

John Best, Chairperson
Institutional Review Board
Telephone: 581-6412
Email: jbbest@eiu.edu

APPENDIX D

Table 1

Frequency and Percentages of the Maslach Burnout General Inventory Question Data

Question	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1. I feel emotionally drained from my work.							
	f 8	13	9	26	11	11	0
	% 10.3	16.7	11.5	33.3	14.1	14.1	0
2. I feel used up at the end of the workday.							
	f 11	11	17	15	9	12	3
	% 14.1	14.1	21.8	19.2	11.5	15.4	3.8
3. I feel tired when I get up in the morning and have to face another day on the job.							
	f 12	18	8	19	10	11	0
	% 15.4	23.1	10.3	24.4	12.8	14.1	0
4. Working all day is really a strain for me.							
	f 16	16	20	17	7	1	1
	% 20.5	20.5	25.6	21.8	9	1.3	1.3

5. I can effectively solve the problems that arise in my work.

f	0	0	1	4	27	42
%	0	0	1.3	5.1	34.6	53.8

6. I feel burned out from my work.

f	10	12	20	16	7	2
%	12.8	15.4	25.6	20.5	9	2.6

7. I feel I am making an effective contribution to what this organization does.

f	0	1	1	12	34	22
%	0	1.3	1.3	15.4	43.6	28.2

8. I have become less interested in my work since I started this job.

f	24	18	12	14	5	3
%	30.8	23.1	15.4	17.9	6.4	3.8

9. I have become less enthusiastic about my work.

f	19	20	12	13	3	4
%	24.4	25.6	15.4	16.7	3.8	5.1

10. In my opinion, I am good at my job.

f	0	0	0	3	34	31
%	0	0	0	3.8	43.6	39.7

11. I feel exhilarated when I accomplish something at work.

f	2	0	2	10	20	27
---	---	---	---	----	----	----

	%	2.6	0	2.6	12.8	21.8	25.6	34.6
12. I have accomplished many worthwhile things in my job.	f	0	0	6	6	18	27	21
	%	0	0	7.7	7.7	23.1	34.6	26.9
13. I just want to do my job and not be bothered.	f	12	17	21	15	5	4	4
	%	15.4	21.8	26.9	19.2	6.4	5.1	5.1
14. I have become more cynical about whether my work contributes anything.	f	21	13	12	18	4	6	4
	%	26.9	16.7	15.4	23.1	5.1	7.7	5.1
15. I doubt the significance of my work.	f	30	16	17	9	3	2	1
	%	38.5	20.5	21.8	11.5	3.8	2.6	1.3
16. At my work, I feel confident that I am effective at getting things done.	f	1	0	2	7	12	33	23
	%	1.3	0	2.6	9	15.4	42.3	29.5

APPENDIX E

Table 2

Means and Standard Deviations of the Maslach Burnout General Inventory Subscales

Subscales	Mean	SD
Emotional Exhaustion	11.99	6.793
Depersonalization	9.18	6.558
Personal Accomplishment	29.46	4.324

Table 3

Research Question 1 means, standard deviations, and the results of a t-Test

Sex	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
	Males	Females	Males	Females	Males	Females
T	3.480	3.480	1.811	1.811	-0.660	-0.660
Mean	12.28	11.74	10.61	7.95	29.11	29.76
SD	6.760	6.893	7.248	5.708	3.748	4.787

Table 4

Research Question 2 means, standard deviations, and the results of a t-Test

Hall Style	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
	Traditional	Suite Style	Traditional	Suite Style	Traditional	Suite Style
T	3.191	3.191	1.399	1.399	-0.802	-0.802
Mean	12.77	5.12	9.53	6.12	29.33	30.62
SD	6.651	3.399	6.227	8.887	4.413	3.462

Table 5

Research Question 3 means, standard deviations, and the results of a t-Test

Race	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
	Caucasian	Non-Caucasian	Caucasian	Non-Caucasian	Caucasian	Non-Caucasian
T	0.041	0.041	0.741	0.741	-0.669	-0.669
Mean	12.00	11.91	9.40	7.82	29.33	30.27
SD	6.541	8.538	6.560	6.691	4.436	3.636

Table 6

Research Question 4 means and standard deviations

Year in University	Emotional Exhaustion				Depersonalization				Personal Accomplishment			
	FR	SO	JR	SR	FR	SO	JR	SR	FR	SO	JR	SR
Mean	9.00	12.00	13.70	11.00	4.00	7.56	9.85	10.59	32.50	28.52	29.90	29.83
SD	0.000	7.390	6.923	6.508	2.828	6.072	6.923	6.663	3.536	4.677	4.340	4.010

Table 7

Research Question 5 means, standard deviations, and the results of a t-Test

Supervisor Management Style	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
	Micro	Macro	Micro	Macro	Micro	Macro
T	-0.499	-0.499	-1.207	-1.207	0.178	0.178
Mean	11.08	12.15	7.08	9.56	29.67	29.42
SD	6.171	6.931	3.288	6.940	3.229	4.513

Table 8

Research Question 6 means and standard deviations

		Emotional Exhaustion						Depersonalization						Personal Accomplishment					
Semesters of Experience		1	2	3	4	6		1	2	3	4	6		1	2	3	4	6	
Mean		11.71	11.17	12.50	13.46	11.14		6.71	7.72	7.75	12.08	10.00		27.71	29.22	30.75	29.42	31.86	
SD		5.707	7.347	9.147	5.875	7.537		3.904	5.998	5.058	7.271	7.461		5.057	4.310	2.500	4.596	3.185	